



Mark Scheme (Results)

January 2022

Pearson BTEC Nationals

In Uniformed Protective Services (40892M)

Unit 6: Government and the Protective Services

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk.

January 2022

Publications Code 40892M_01

All the material in this publication is copyright

© Pearson Education Ltd 2022

Unit 6: Government and the Protective Services

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question Number	Answer	Mark
1 a	Award one mark for the correct service: • Royal National Lifeboat Institute (RNLI) (1) • Royal British Legion (1) • St John Ambulance (1) • Red Cross (1) • Mountain and Cave Rescue (1) • Highways England (1) • Salvation Army (1) • Air ambulance (1) Accept any other appropriate response.	1

Question Number	Answer	Mark
1 b	Award one mark for each purpose, up to a maximum of two marks. • Provide services that statutory services cannot or are not able to cover (1) • Support statutory services (1) • Provision by public, private or third sector organisations (1) • Provide assistance to statutory services in civil contingencies (1) • Provide an additional specialist service (1) Accept any other appropriate response.	2

Question Number	Answer	Mark
2a	Award one mark for identification of role and one mark for linked explanation, up to a maximum of two marks. Answers may refer to: • make laws/check/challenge the actions of the government (1) to provide a forum of independent expertise (1) • provide advice/guidance to the House of Commons/government/other public bodies (1) to support the development of policy (1) Accept any other appropriate response.	2

Question Number	Answer	Mark
2b	Award one mark for each responsibility and one mark for each linked explanation, up to a maximum of four marks. • Remaining independent from the work of the House of Commons (1) to allow them to scrutinise objectively (1) • Checking bills (1) to ensure that laws are fit for purpose (1) • Representation on committees (1) to investigate public policy (1) Accept any other appropriate response.	4

Question Number	Answer	Mark
3a	Award one mark for a correct government department: • The Cabinet Office/The Cabinet (1)	1

Question Number	Answer	Mark
3b	Award one mark for identifying the purpose and one mark for the linked explanation, up to a maximum of two marks. • Ensure the day-to-day running of government departments (1) to ensure duties are fulfilled (1) • Implementing the policies set by the government (1) ensuring policy is compiled with (1) Accept any other appropriate response.	2

Question Number	Answer	Mark
3c	Award one mark for identifying each role and one mark for each linked explanation, up to a maximum of four marks. • Interpret legislation (1) in line with the intention of parliament (1) • Apply legislation (1) in line with the intention of parliament (1) • Develop common law (1) to reflect customs/common practices of the country (1)	4

Question Number	Answer	Mark
3d	Responses may include the following: The different structures of local government: • County councils cover the whole of the county and provide the majority of public services in their particular area. County councils are responsible for: education, highways, transport planning, passenger transport, social care, libraries, waste disposal and strategic planning. • District councils are responsible for housing, leisure and recreation, environmental health, waste collection, planning applications and local taxation collections. • Unitary authorities are those local authorities responsible for the provision of all local government services within an area. • London boroughs are responsible for: education, highways, transport planning, social care, housing, libraries, leisure and recreation, environmental health, waste collection, waste disposal, planning applications, strategic planning, local taxation collection. • Greater London Authority represents a strategic regional authority, with powers encompassing a range of policy areas, such as transport, economic development, and fire and emergency planning. • Metropolitan districts are a type of local government district in England and are a subdivision of a county. Accept any other appropriate response.	6

Level	Descriptor
0 0 marks	No rewardable material.
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
3e	Responses may include the following: The role of the Northern Ireland Assembly is to: • represent Northern Ireland and its people • make laws for Northern Ireland • hold the Northern Ireland Assembly to account • work to help improve the lives of people in Northern Ireland • scrutinise the executive committees. The responsibilities include: • education • health • local government • transport • planning • economic development • social services • culture • environment • agriculture and rural affairs. To fulfil these roles and responsibilities the Northern Ireland Assembly will: • make decisions on matters regarding the responsibilities in the best interests of Northern Ireland as a whole • develop policies and implement them • propose Northern Ireland laws (Assembly Bills). Accept any other appropriate response.	6
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant	

	information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
4a	Award one mark for a correct government department: Ministry of Justice (1)	1

Question Number	Answer	Mark
4b	Award one mark for identifying the tax and one mark for the linked explanation, up to a maximum of two marks. - Income tax (1) is paid as a percentage of wage (1) - Council tax (1) is charged in relation to property value (1) Accept any other appropriate response.	2

Question Number	Answer	Mark
4c	Award one mark for each way and one mark for each linked explanation with one further mark for an extension, up to a maximum of six marks. • Improving the physical environment (1) may result in improved working conditions for personnel (1) which will raise effectiveness (1) • Developing working practice (1) by increasing the availability of coaching teams (1) so there may be reduced workplace stress (1) • New accommodation for offenders (1) may improve positive relationships (1) which may result in increased effectiveness of rehabilitation (1) Accept any other appropriate response.	6

Question Number	Answer	Mark
4d	Award one mark for each reason and one mark for each linked explanation with one further mark for an extension, up to a maximum of six marks. - Stakeholders are responsible for managing the budget (1) and must report to government about how this is used (1) ensuring appropriate use of funds (1) - Stakeholders monitor the provision of the service (1) to ensure that objectives are being met (1) leading to effective use of funds (1) - Stakeholders direct the use of increased funds (1) to ensure that service provision improves in line with government intentions (1) leading to funds being withdrawn if services are not seen to be effective (1) Accept any other appropriate response.	6

Question Number	Answer	Mark
4e	Responses may include the following: Letters to MPs - Members of the public may write to their MPs to request similar increases of funding to specific protective services. - Government representatives will meet with individuals to gather information. - MPs may raise the concerns or proposals with relevant government departments. MP constituency surgeries - MPs hold weekly surgeries where members of the public can raise concerns. - This allows them to gain public confidence in the fact that they are representing them. - MPs can then speak in the House of Commons at debates about public spending. Pressure groups and charities - Meetings with representatives from pressure groups and charities, such as the Fire Brigades Union, Local Authorities, Nacro and other community groups will allow the government to gauge public opinion. - This can then be used to develop government policy in relation to spending. Accept any other appropriate response.	9
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1–3 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Provides little evidence of application and links between relevant information; most of the evidence is presented as basic description of information rather than as an assessment.	

	A judgement/judgements may be presented, but will be generic assertions rather than supported by evidence. Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.
2 4–6 marks	Demonstrates accurate knowledge and understanding of relevant information with only minor gaps or omissions. Evidence of application demonstrating some links and interrelationships between factors, leading to a judgement/judgements being made. A partial assessment is presented and the judgement/ judgements expressed are partially supported. Demonstrates the use of logical reasoning, clarity, and appropriate sector-specific language.
3 7–9 marks	Demonstrates accurate and thorough knowledge and understanding of relevant information. Evidences thorough application containing clear links and interrelationships between factors leading to a judgement/judgements being made. Displays a well-developed and balanced assessment leading to rationalised judgements. Demonstrates the consistent use of logical reasoning, clarity, and appropriate sector-specific language.

Question Number	Answer	Mark
5a	Responses may include the following: • £7.3bn shortfall in funding to achieve the Plan. • £1.8bn to £17.4bn shortfall in funding dependent on risk. • Equipment Plan has been unaffordable for four years. • The funding pressures are unknown. • The Department is only confident in achieving 66% of the Plan. • There is no departmental contingency. • The government has announced £16.5bn of additional funding to support military investment.	6

	Implications may include: • The significant shortfall of funding may impact on service capability. • Public funds are not being invested effectively to maintain military capability. • Government has estimated £25.1bn to be removed from plan due to delays in equipment projects. • Ability of the Department to meet central government targets. • Standards of provision of protective service. Accept any other appropriate response.	
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different/individual aspects and the relationship between them.	
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion that considers some different/individual aspects and some consideration of how they interrelate, but not always in a sustained way.	
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different/individual aspects and considers how they interrelate, in a sustained way.	

Question Number	Indicative content	Mark
5b	Responses may refer to the following: Impact of funding changes on the Ministry of Defence's ability to plan for investment in equipment with reference to: Impact on planning service capability • investment in new technology • effective use of funds • ability to plan for expected changes. Impact on service personnel • planning any training needed to use new equipment effectively • informs future planning in numbers of personnel required • impact on morale if service is seen to be underfunded. For the UK community • strategic planning • reputation • confidence in armed service capability. Accept any other appropriate response.	12
Level	Descriptor	
0 0 marks	No rewardable material.	
1 1–4 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Provides little evidence of application and links between relevant information; most of the information is presented as basic description of information rather than as an evaluation. A conclusion/conclusions may be presented but will be generic assertions rather than supported by evidence. Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.	
2 5–8 marks	Demonstrates accurate knowledge and understanding of relevant information, with a few minor gaps or omissions.	

	Evidence of application demonstrating some links and interrelationships between factors, leading to a supported judgement/judgements being made. Displays a balanced evaluation demonstrating an awareness of different aspects and competing points, though not always in detail, leading to conclusions. Demonstrates the use of logical reasoning, clarity and appropriate sector-specific language.
3 9–12 marks	Demonstrates accurate and thorough knowledge and understanding of relevant information. Evidences thorough application, leading to a balanced evaluation drawing clear, relevant links and interrelationships between factors. Displays a well-developed, balanced and coherent evaluation demonstrating a thorough grasp and detailed consideration of different aspects and competing points, leading to fully supported conclusion(s). Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently.



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

